

Indist. Miss.

Hampton Summer Normal Institute,

=====1902.=====

DR. H. B. FRISSELL,
Principal Hampton Institute.

DR. JOSEPH W. SOUTHALL,
Supt. Public Instruction; Commonwealth of Va.

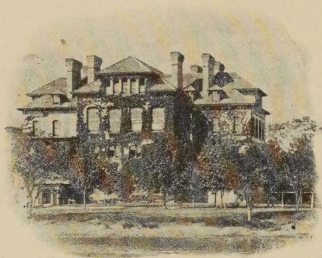


DR. W. B. EVANS, Conductor.
Principal Armstrong Manual Training School, Washington, D. C.

ALLEN WASHINGTON, Local Manager,
Hampton Institute.

HAMPTON NORMAL AND AGRICULTURAL INSTITUTE, HAMPTON, VA.

The Session for 1902 begins July 1st, and continues Four Weeks.



*"In all its effects, learning the meaning of things is better than learning
the meaning of words."—HUGH M. BROWNE.*

AIM AND PURPOSE



THE HAMPTON SUMMER SCHOOL can claim for itself the honorable distinction of being the oldest and best summer school in the United States for teachers engaged in educational work among the colored people in the South.

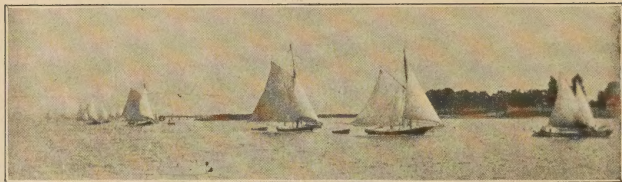
The purpose of the school is to afford teachers, especially teachers of rural schools, the opportunity of combining the study of the common school branches and the methods of teaching them with Manual Training, including domestic science, domestic art, upholstering, bench-work, agriculture and dairying. The work in each subject is presented to the classes in the same manner as it is presented to the children in the best schools in the country. This year an important feature will be the practice school, which will be typical of the average country school, consisting of three or four classes or grades. Practical kindergarten work, such as may be accomplished in a school of this character, will be demonstrated.

The work in Manual Training will be emphasized this year and will afford each teacher the opportunity to develop skill in doing and method in teaching an increased variety of handwork.

Nature study will have an increased prominence in the course this year and will be supplemented by advanced work leading up to the practical principles of agriculture.

In selecting the teachers for the Institute this year, care has been exercised to obtain those of known ability and sympathy for the work and who by long experience are acquainted with the conditions that must be met by our student-teachers. It is confidently believed that such selecting of instructors will guard against the making of a course entirely too ambitious for practical use, and bring all of the work within closer range of the probability of successful accomplishment by the student-teacher in his own school.

The Saturday morning meetings will be conducted this year by leading educators in special lines of work, and will include Manual Training, Kindergarten, and Rural School Problems.



HAMPTON INSTITUTE stands unsurpassed in natural and acquired advantages for a Summer Normal School. Beautifully located on the battle-famed waters of Hampton Roads, with a National Soldiers' Home adjacent, in close proximity to Fortress Monroe, the geographical location of the institute is one around which clusters sweet and blood-bought memories of the nation's undying love.

More than half a hundred buildings, of commodious proportions and uncommon workmanship, dot the grounds, including, besides dormitories and school buildings, a library, church, hospital, gymnasium, a saw and planing mill, various shops, a well equipped trade school and a large building for domestic science and agriculture. Spacious grounds, beautiful walks, stately shade trees, and flower beds of rare design make Hampton a garden of bloom amid the boasted institutions of our great land.

There are beautiful walks and drives at the **United States Soldiers' Home**, adjoining the grounds. Band concerts are held there daily, and on Sunday mornings there is an inspection, and a special concert is given.

At **Fort Monroe** there is a large artillery school. Visitors may witness the guard mount every morning and the dress parade every evening. There too may be seen the historic cell in which Jefferson Davis was confined.

Norfolk and **Newport News** are the largest of our southern seaports. At Newport News is located the largest drydock and shipyard in America. Steamships, battleships, and cruisers may be seen in process of construction.

All young people will be interested in **Bay Shore**, with its hotel and fine pavilion. This beautiful resort is located on Chesapeake Bay opposite Capes Charles and Henry. There may be found amusements of every sort, crabbing, fishing, salt water surf bathing, refreshments, and sailing parties.



Departments and Instructors

NATURE STUDY

MISS A. M. GODING, Principal Normal School, Washington, D. C.

THE purposes of this course are to give the teachers information and to instruct them as to methods of leading children into knowledge of the world around them, and through that knowledge into enjoyment of its beauties and appreciation of its wonders.

The lessons treat of animals, plants and simple meteorological phenomena.

PLAN OF WORK

Animals :—

THE GRAY SQUIRREL

Actions	}	Adaptation of Structure
Habits		
Home		
General description		
Relatives		
Near		
Remote		
The squirrel in literature		
The squirrel in art		
Relation to man		
Teaching to children of different grades.		



THE PLAN for the study of other animals will be based upon the above ; the subjects chosen, the cat, the dog, the toad, the hen or duck, and one or more perching birds, such as the English sparrow, the catbird or the robin. Work with insects will be similar, with the addition of much attention to metomorphosis of insects ; subjects, the honey bee, the butterfly, and the grasshopper.

Meteorology :

The weather work will touch upon temperature, the wind, and the forms of water, vapor, fog, cloud, rain, dew, frost, hail and snow. The forms of water will be taught according to the following outline :

Observation of natural phenomena

Experiments to produce in schoolroom results similar to that observed

Deduction as to cause of natural phenomena

Pictures

Literature

Man's relation to phenomena.

The value of daily observations and calendar making will be developed.

Plants :—

Seeds will be planted, and studied as to structure, development and distribution. Lessons will be given upon fruits, their structure and uses, and lessons for recognition of common trees, deciduous and evergreen, will be developed.

How shall children be led to observe, enjoy and cultivate trees, flowers, beautiful and useful plants, is the question to be solved.

GRAMMAR AND COMPOSITION.

MISS JENNIE M. SPEARS, Principal Mott School, Washington, D. C.

THIS course is planned to assist teachers of the graded and ungraded schools. Especially to the colored teacher, does this subject more than all others present the greatest difficulties: for in addition to those arising out of the language itself, its complex form, irregular verbs etc. we are compelled to meet those difficulties peculiar to our children who have had incorrect models at home.

Uses of grammar; the order of presentation; sentence analysis, including kind, divisions, subject and predicate base, complements and modifiers.

The methodical arrangement of the observations and experiences of the students will form the basis of the work in composition. In connection with this work, punctuation will be taught

ADVANCED ENGLISH.

EMILY A. HARPER, Head Teacher of English, Armstrong Manual Training School
Washington, D. C.

WHILE this course is planned especially to meet the needs of teachers of the grammar grades, it is also intended for any who desire assistance in the subject. The method will be that used in teaching a class of boys and girls. The English Classics usually read in the grades will be studied for the purpose of developing the power *to read, to speak, to write, to appreciate*. The development of these powers renders the man or woman self-guiding, able to become personally acquainted, without the further help of any one, with the best thoughts of the great writers, able to delve delightfully into the books in which real readers find the highest joys in life. The classics will therefore be used as a means to an end—to cultivate a taste for the best reading, to understand and to enjoy the great masters, to facilitate power of expression. As greater power is developed in talking and writing about the things we *see* and *do* than about the things we read, more composition work will be based upon personal experience than upon reading. The composition work will embrace: sentences; paragraph as a unit of discourse; connected paragraphs; description; narration; exposition; argumentation.

Authors: Whittier, Bryant, Lougellow, Dunbar, Chesnutt, Irving, Holmes, Dickens, Tennyson, Lowell, Scott.

The following outline will illustrate the general plan of the work.

Description:

Reading—Bryant's *Melancholy Days*; Lowell, *Vision of Sir Launfal*.

Composition—Oral; "An Ideal Summer Day;" Written; "Sunset at Hampton;" "The Beach at Bay Shore."

ARITHMETIC

MR. W. T. B. WILLIAMS, Teacher, Indianapolis Public Schools

THE course in arithmetic will embrace the work ordinarily done in the eight primary and grammar grades. Greater emphasis will, however, be placed upon the first four or five years' work than upon the work of the higher grades. We regard this as necessary from the fact that only upon a good foundation may we with any degree of safety, erect a superstructure.



Very little written work will be attempted as the time of the institute is too short to warrant it. Emphasis will, however, be placed upon mental work to develop right concepts by way of preparing for a correct understanding of various processes as well as for proficiency and speed. The work will be made practical; arithmetic as related to life and out-door work in the shops and in the field will be a feature of the course.

SIMPLE BUSINESS FORMS AND METHODS

MR. HARRIS BARRETT, Hampton Institute

IN this course lessons are given in the proper methods of transacting the every-day affairs of business connected with banking, buying and selling real and personal property, borrowing and lending money, followed by practice in making out the various form of paper connected therewith, such as Invoices, Receipts, Checks, Deposit Slips, Promissory Notes, Deeds of Trust, Wills, Stocks and Bonds.

GEOGRAPHY

MISS SUSAN SHOWERS, Hampton Institute

THIS course is planned to meet the needs, so far as possible, of both the graded and the ungraded school. An outline of geography work will be given from the beginning through the sixth grade, and particular suggestions will be made in



its adaptation to the country school. The two groups of work indicated will be carried on together and lessons with children from the Model School will be a prominent feature.

I. General Topics :

(1.) Outlining of course for graded and ungraded School. (2) Local geography. (3) The State of Virginia. (4) A continent in outline. (5) Peoples of other lands. (6) How to organize geography classes. (7) How to combine nature study, language and geography. (8) The collection and use of illustrative material. (9) How to study by type, by inference, and by comparison. (10) Ways of conducting drill review lessons.

II. Model Lessons :

(1) Soils. (2) Field lesson. The coast or the marsh plain. (3) A Product Lesson.—Peanuts, Tobacco or wheat. (4) Local Industry.—Fishing, oystering or truck farming. (5) Distant People.—Eskimos Japanese or Dutch. (6) The Surface of Virginia. (7) Trade Center.—New Orleans or Chicago. (8) Climate—The Pacific States.

PHYSICS

MR. A. T. SEYMOUR, Hampton Institute

THE aim of this course is to suggest apparatus and methods which teachers can use in the public schools in teaching the elementary principles of physics.

The work will include methods of constructing from materials within the reach of every teacher, suitable apparatus to illustrate lessons in mechanics, heat, light and electricity.

Instruction will be given in the principles of physics in connection with the work of the student in the laboratory.

Practice will be given in boring glass with a round file, fitting water-tight connections to glass bottles, cutting off glass bottles with a heated iron, cutting glass tubing with three-cornered file, bending glass tubing in a lamp flame, soldering, and the construction of apparatus from the materials used.



PRIMARY METHODS

MARY HERBERT A DAIR, Hampton Insittute



The Whittier Day School

- III. Arithmetic.—1. Method of teaching.
2. Devices.

THIS course is planned to meet the needs of teachers in the rural schools:

Practical talks will be given on the following topics :—

- I. Reading.
 1. Preparatory lessons.
 2. Methods of teaching.
 3. Selection of material.
- II. Language lessons.
 1. Purpose and plan.
 2. Lessons from pictures.
 3. Use of poems and stories.
- IV. Seat Work.
 1. Aim.
 2. Suggestions.
 3. Supervision.

A model school of forty children representing the four primary grades will be in session daily during the four weeks. In addition to the subjects taught in the ordinary district school instruction will be given in sewing, cooking, gardening and manual training. Teachers will have an opportunity to observe the work of this school.

In connection with the primary school there will be a model kindergarten in session daily under the supervision of Miss Ada V. Bradley. Teachers will have an opportunity to see the practical application of kindergarten principles.

NEGRO IDEALS

MR. D. WEBSTER DAVIS, A. M., Teacher Richmond Public Schools

"We have reached a period when educated Negroes should give more attention to the history of their race."
BOOKER T. WASHINGTON.



Booker T. Washington

FORMATION of Ideals; Power of Ideals Compared with those of other races; Home Life; Social Life; Morality; Religion; Business; Teaching; Agriculture; Education.

These Ideals will be studied from the lives and characters of Negroes who have made successes in the various walks of life.

The purpose is to give the subject real study that we may know ourselves.

AMERICAN HISTORY

MR. L. G. FLETCHER, Armstrong Manual Training School, Washington, D. C.

THIS course has been planned especially to meet the needs of the Southern teacher. It will consist of daily lessons showing the method of presentation to pupils, talks and discussions. The whole growth and development of our country for four centuries will be covered. Especial emphasis will be placed upon the Negro in American History.

CIVICS

MR. I. O. WOODLEY, Teachers College, New York.

THERE will be two distinct aims in this course. In the first place an effort will be made to give a proper notion of government, especially of that of our own country. In the second place, aim will be made to present the matter so simply and clearly that those who take the course will be enabled to repeat it, with many additions that will naturally suggest themselves, to their own pupils.

GOVERNMENT. What government is and where it originated. The necessity for government.

THE STATE. Discussion of the four things that constitute the state. Duties of the state. to the individual and to the entire body of inhabitants.

SOCIAL ORGANIZATIONS. What they are and the duty of each. The value and permanence of each.

SOVEREIGNTY. The meaning of sovereignty. Education and intelligence demanded of those who exercise sovereign power. The king, the tyrant, and the people.

FORMS OF GOVERNMENT. The tribe, the monarchy, the republic. Types of each. Which is the best form?

DEPARTMENT OF GOVERNMENT. Executive, legislative, and judicial. Where found in local, state and national government.

Practical talks:

Service of great men. Types of great men mentioned

Uses of political parties.

Abuses of political parties.

Who are the best citizens?

Who are statesmen?

Some things which Uncle Sam does for the welfare of the people.

PSYCHOLOGY

MR. O. I. WOODLEY, Teachers College, New York.

IT will be the aim of this course to treat the subject in the most practical, helpful way. The instruction will be adapted to the needs and requirements of the students that enter the class. Methods will be presented and discussed in order to show that the psychological facts really form the basis for determining the value of the method, a fact that each teacher should appreciate. It is hoped that this will be a helpful, stimulating course, enabling all who enroll as members of the class to teach with more confidence and assurance.

SCOPE OF THE WORK

PSYCHOLOGY DEFINED ; psychology as a branch of human knowledge ; its value as such to the scientist and to the teacher.

SENSATION. General discussion of sensations, showing their simple yet important nature in becoming acquainted with the external world. Special senses briefly discussed.

HABIT. Physical basis for habit ; its importance. Some simple suggestions to be applied in teaching.

THE SELF. The self known through consciousness. The world of self, what it is, and how it may be modified.

PERCEPTION, CONCEPTION AND IMAGINATION. Treated in a way that will be of real value to the teacher.

EMOTIONS. What emotions are. Simple classifications. Their value and cultivation.

MEMORY. What memory is and what it involves. Conditions for acquiring a good memory. Improvement of the memory.

REASONING. A simple discussion telling what it is. Comparison ; similarities and differences.

THE WILL. Definition of will. Voluntary and involuntary acts. The training of the will.

HOME COOKING

MISS E. B. KRUSE, Howard High School, Wilmington, Delaware



" We may live without poetry, music or art
We may live without conscience, and live without heart;
We may live without friends ;
We may live without books ;
But civilized man cannot live without cooks.

OWEN MEREDITH.

THE lessons under the above title will consist largely of palatable and wholesome dishes made from left-overs.

As the Beef Trust has made meat the most costly and extravagant of all articles of food, it becomes necessary to use the utmost economy in the use of meats, and such dishes will be given as can be made from the so-called inferior pieces or the pieces left over. Beef fritters, brown stew, minced beef on toast, beef pud-

ding, Hamburg steak, beef croquettes, veal croquettes, creamed hash on toast, cecils, ragout, curry of mutton, mutton salad, and similar dishes will be prepared.

Stewed potatoes, snow potatoes, Lyonnaise, deviled, stuffed, broiled, salad, balls and croquettes are some of the various ways in which potatoes will be used.

Eggs will be cooked in innumerable ways.

The making of muffins, corn bread and bread will be taught.

Menus for breakfasts, dinners and suppers will be given.

TECHNICAL COOKING

MISS S. E. BREED, Principal of Southern Industrial Classes, Norfolk, Va.

- THE distinctive features of this course, to which especial attention is called are:
- 1st. It is the result of experience.
 - 2nd. The recipes are simple and plain.
 - 3rd. Full and explicit directions are given with each recipe.
 - 4th. Particular attention is paid to the hygienic effect of different kinds of food upon the different parts of the body.

HOUSEHOLD ECONOMICS

- A. Selection of good material, with regard to quality, food value and cost. Marketing by sample.
- B. Methods of preparation, planning of simple meals, serving, embodying general dining room economy.
- C. The care in detail of the kitchen, and the dining room.

II.

- A. The adaption of household economics to the rural school.
- B. Normal methods in teaching cooking in the rural district.

III.

- A. Lessons in Invalid Cooking.

REFERENCES :—" Theory and Practice of Cookery " by Fisher and Williams. " Chemistry of Cooking and Cleaning " by Ellen Richards. "Government Bulletins". "Boston School Kitchen Text Book " by Mrs. Lincoln. " Food and Function " by E. W. Smith. " Home Sanitation." "Food and Food Adulterants" by Ellen Richards. " House Comfortable " by Agnes Ormsbee. "Expert Waitress."

SEWING.

MISS J. A. WEIR, Hampton Institute.

THIS course is designed to meet the needs of those schools in which sewing is not taught as a special branch. Especially to the rural teacher who can introduce the work only by teaching it herself, will this course prove helpful.

Instruction and practice will be given in the various stitches used in plain sewing, as basting, running, backing, stitching, hemming, overhanding, overcasting and their application in the making of garments.

BASKETRY.

THIS course will include the making of baskets in raffia reeds, pine needles, grasses and corn shucks. Classes in basketry will be opened to those who wish to specialize in this branch that they may teach the subject in their schools.



UPHOLSTERING

MR. J. F. LACROSSE, Hampton Institute

THE work in upholstery is applied to feasible home improvement and does not attempt to teach the trade.

The materials and tools necessary for this work may be obtained in any locality at small cost. Boxes, casks, etc., which may be had from any general store for the mere asking will be converted into cosy seats, foot stools, shoe-boxes, book racks, and many other useful articles of household furniture. Upholstering a plain frame, easily made with the tools ordinarily found in every home, for a Sleepy Hollow, steamer or library chair; cushions for corner seats, in plain or fancy figure, mattress making, chair caneing and splint weaving is offered.



IN GE

THE courses this year are elective. Take
A model school will be in session during

An exhibition of school books, literature
will be a prominent feature of this session.



The sh
may wish to

Board
grounds with
In the town
ER CHAR

napkins and towels, and those taking cooking their own aprons.
Those desiring to stop on the grounds should apply early.

Applications should be addressed to Capt. Allen W.
Washington, Local Manager, Hampton Institute, Hamp-
ton, Va.

NING MEETINGS.

will be held in Cleveland Hall Chapel during

9.00 A. M.

Saturday July 5th, Mr. John T. Freeman,
Supervising Principal, Washington, D. C.

Subject—Some Rural School Problems
and How to Meet them.

9.00 A. M.

Saturday July 12, Mrs. Anna J. Murray, Sec-
retary of the National Kindergarten Asso-
ciation.

Subject—The Educative Value of Play

9.00 A. M.

Saturday July 26. Mr. John A. Chamberlain, Director Manual Training. Washington, D. C.
Subject—The Value of Manual Training.

On Tuesday, July 8, at 9 a. m. in Cleveland Hall, Mr. Philip Gerry, Director of English
Government, Manual Training Schools.—Subject— "English Training in Common Things."

A free discussion is desired.

HAMPTON NEGRO CONFERENCE.

THE Annual Negro Conference for 1902 will be held at Hampton Institute July 16, 17, 18th.

The practical benefits of these conferences are very far reaching. They bring together some of the best representatives of the race, who are practically engaged in the advancement of the many interests of the people among whom they live. In this manner a general summary of the material and intellectual progress the race is making is obtained.

Time is allowed the teachers of the Summer Institute to attend the sessions of the Conference, to hear the reports and to add whatever personal experience they may have to the discussions of the various questions considered. Many teachers have gained inspiration from these sessions, which has later been put into practical operation in the communities where they have taught.

Here are samples of some of the subjects brought before the Conference and discussed :

Reports from different sections on Homes, Schools, Buying of Land, Trades, Business and Religion. Business Enterprises as conducted by colored men. Some facts in regard to successful men. Buying of land. The remedy for the excessive mortality of the race. Temperance, Some observations of farms and farming in the South. Experiences of practical farmers. Reports on various phases of Woman's Work. Industrial Education. Religion and Ethics.

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All Students Must Register Before October 12th, 1902

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